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ABSTRACT

This handbook, designed for the language arts teacher, is based on the ideas that content area teachers must be responsible for specialized reading skills within their content areas and that reading instruction should not cease after the first six grades. Specific techniques and activities are suggested for developing the correlation between reading and the communicative skills of listening, speaking, and writing. An outline for a one-semester course in oral communication is also included. Word recognition, comprehension, and study skills are discussed as they apply to listening and speaking. There is a brief section on the appreciation of literature, and a teaching model, adaptable for grades one through twelve, is offered to illustrate how reading instruction can be combined with other elements of language arts. (Author/RL)

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READING IN THE CONTENT AREA

OF

LANGUAGE ARTS

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INTRODUCTION

Rsearch in human growth and development in learning reveals that learning to communicate involves learning to listen, to speak, to read, to write, in the order listed. Listening, speaking, and writing are integral parts of the teaching of reading.

Considering the attention which reading problems have received over the past several years, one might think that we should be approaching a solution. But the problems still exist. This could be the case because in many classrooms it is still being assumed that 1) reading instruction is the domain of the primary grades--or at least of grades 1-6, and 2) that a reading teacher or reading class will provide adequate reading instruction. The fact is that there is a continuum of skills which should be developed throughout the school years into adulthood. It is also true that within each content area there are specialized reading skills for which the content area teacher must accept the responsibility.

It is the purpose of this handbook to provide specific information regarding the extent of the Language Arts teacher's responsibility to teach reading, to define some terminology used to describe the reading process, to provide some examples of activities which develop reading skills for use in the Language Arts classroom, and to provide a teaching model to illustrate specifically how the Language Arts teacher combines reading instruction with the total scope of language.

Oral Language, An Interpretation

I. LISTENING

Listening is a learned receptive skill. It involves four processes: hearing, understanding, evaluating and responding. Only the first of these, hearing, takes place in the ear. The other three are mental processes.

Since listening is learned, it must be taught. Many children come to school having learned not to listen. The fact that pupils do not listen may account for much waste of time and some inefficiency in learning. Research has established the fact that listening can be improved through teaching and practice. A high degree of correlation has been found between auditory discrimination and success in reading. This will be discussed under word recognition.

Dr. Howard Blake, Professor, Division of Curriculum and Instruction, Temple University suggests the following "Code for Teachers of Listening."

II. AS A TEACHER OF LISTENING I SHALL:

1. Be a good listener myself.
2. Use a classroom voice (relaxed, unhurried, non-threatening, varied tones) and facial expression (sincere, expressive, varied) that promote accurate listening.
3. Get everyone's attention before speaking.
4. Teach children that directions, instructions, and other types of information-giving will be stated only once. Teachers must know how to give instructions: one step, two step, three step. They must know students' ability to take instructions and on what level.
5. Ask many questions that require more than a "yes" or "no" or other short answers.
6. Teach listening all day long in connection with all subjects.
7. Create an emotional and physical climate conducive to good listening.
8. Establish with my children the purpose for which they should listen to each activity.
9. Be well prepared every day for the material to be taught or activities to be directed.
10. Vary my classroom program to provide a variety of listening experiences; e.g., sound films, discussions, debates, individual and group reports, dramatic activities, demonstrations, group work, music, descriptions, etc.
11. Teach my children to develop an appreciation and awareness of sounds.
12. Build a program in which listening skills are consistently taught and practiced; e.g., interpreting unknown words through context; noting details; following directions; finding main subordinate ideas; detecting clues that show the speaker's trend or thought; evaluating an expressed point of view in relation to facts, propaganda, and previous learning; making valid inferences.

13. Teach my children to form desirable listening habits.

III. SPEAKING

Speaking is a learned expressive skill. Skill in speaking plays a significant part in learning to read.

Most school and learning activities are conducted by means of language. Because of this, it is likely that no other skill is more closely related to learning than is oral language facility. Upon a base of the spoken language is built its written forms. A pupil with inadequate oral language facility is likely to be blocked in most learning, particularly with respect to reading and writing which is basic to the total school program.

A major problem of oral language in Alabama is the difference between the "home language" which children bring to school and the "textbook" language of the basal reader and textbook in the subject areas. It should be clearly understood that an individual's "home language" should be respected. It is a part of his cultural heritage and important to his security in his own environs. If, however, the student is to succeed in reading, the "textbook" language must be learned. There must be auditory as well as visual discrimination.

The teacher is the key to this learning situation. Her responsibility is threefold: 1. She must be a model of good "textbook speech." 2. She must provide a climate in which students feel comfortable to speak or to read aloud. 3. She must provide many experiences for children to acquire and use language (nouns, verbs, adjectives, adverbs).

Here are the needed areas of development at each level of learning.

Pre-school and Primary: Develop the language code itself. Help the child learn to produce the sounds of language; give him a sense of the richness of language through rhymes, games, stories, riddles. Teach him to enjoy speaking to others, sharing stories and experiences. Surround him with language--songs, stories, show-and-tell, etc. Use drama extensively, choral speaking, and much free discussion.

Middle School. Concentrate on the process of communicating; teach the child how to use the communication process itself. Help him learn respect for listeners, a sense of role. Teach him how to analyze situations for appropriateness of language and message. Teach him how to elaborate and see to it that he can express tentative ideas, alternative ideas, and use his syntax with more than noun/pronoun nominal forms and with more than and, and/so connectives.

Use creative and socio-drama. Let the children write their own stories and scripts. Use panels, mock meetings, choral speaking, and much class discussion.

Upper School. Concentrate on the techniques. Consolidate the early training by working on techniques of small group interaction and interpersonal communication, public speaking, oral interpretation and theatre.

Word Recognition and Oral Language

The ability to recognize words is basic to the reading process.

A high degree of correlation has been found between auditory discrimination and success in reading. By auditory discrimination is meant the ability to note the difference between sounds. Teachers need to help children to hear (auditory discrimination) and see (visual discrimination) the word at the same time. A valuable technique for development of auditory and visual discrimination is for the teacher to read from a book or text while the children follow the reading with a copy of the same material.

There has been much discussion on the relative merits of teaching word recognition by the sight method or by teaching phonics. This bulletin states no opinion on this controversy. We do agree, however, with the reading specialists and classroom teachers who believe that in the teaching of phonics, the teacher should maintain a balance. Granted that certain phonics skills need to be mastered, there is an advantage in teaching phonics principles when the need for them arises. Furthermore, instruction in phonics should be functional--not phonics for phonics sake.

Teachers should vary their development of word recognition skills through use of a variety of techniques.

1. Develop word recognition through context clues: picture clues, verbal context clues, expectancy clues, riddles.
2. Develop word recognition through the use of structural analysis: study of roots of words, prefixes, suffixes; compound words.
3. Use syllabication as an aid to word recognition.
4. Develop word recognition through use of picture dictionaries.
5. Develop word recognition through games.

A Pocket of Ideas: Pantomimes - let children pantomime the meaning of the word. Word baseball--designate corners of room as bases or home. A child progresses to a base if he can pronounce word which teacher shows him; otherwise he is out and this is recorded against his team. Reading Spelldown--Teacher holds up card which child must pronounce and use in a sentence. Action sentences-- teacher places several sentences, each with a direction, on chalk ledge. After a pupil has performed one of the directions, another child points to the sentence which the other child performed. He reads the sentence as he points to it. Ring-toss--From stack of cards placed face down on floor, child picks a card. If child can pronounce word correctly he gets a turn at trying to toss a ring on to a hook. Sensory experiences--use sounds, sights, etc. which child can identify and relate to word.

Comprehension and Oral Language

Reading comprehension is a very complex undertaking so let us view it as a hierarchal structure. The exposition of each comprehension skill here is accompanied by listening and speaking activities designed to promote facility in that area. This hierarchy of comprehension skills can be used in completeness at any grade level.

At the base of all comprehension skills is the broadest and simplest and possibly the most used skill, the understanding of important facts. This is perhaps the easiest skill to teach and evaluate.

Pocket of Ideas: Tape sounds: friends' voices, sounds from home, school, the street. Ask for identification. Listen to a telephone number being read. Write it. Use other number series in this way. Read an interesting paragraph aloud. Ask for the number of words beginning with bl, or the number of animals mentioned, or the colors that are named. Give the assignment before the reading. Place five items on a table. Pupil observes, then hides eyes. One item is removed. Pupil opens eyes, guesses which item is missing. Increase the number of items as needed. This can be played with partners.

Second in the hierarchy of comprehension is the understanding of the main idea of our reading material. Are we able to choose from a selection the major idea as opposed to the accompanying details?

Pocket of ideas: Read aloud short excerpts from content area texts. Ask for titles for the passages. Evaluate answers with class. Do the same for poems. See how close suggestions come to actual titles. Cut out short newspaper stories. Read aloud and ask for headlines. Read three statements - one a main idea, the other two subordinate ideas. Ask pupils to choose the main idea statement.

Next is the understanding of sequences of time, action, ideas, or characters. Too often teachers use a scrambled order of events for pupils to write in correct sequence as practice for this skill. How much more personal and motivating is a dramatization worked out by pupils where they "walk through" the proper sequence of events.

Pocket of Ideas: Dramatization of historic events helps establish sequence awareness. Let a pupil demonstrate (verbalize) the process of long division to show sequence of operations. Assign a series of tasks to a few pupils. Have the rest of the class check to see if they are performed in correct sequence. Read a short story in which the events are scrambled. Have the class tell back the story in proper order.

The understanding of directions and the ability to follow them is the next skill in the complexity of reading comprehension. Oral language is the tool that develops this skill starting early in life.

Pocket of Ideas: With one pupil at the board taking directions, ask another pupil to give directions for drawing an object a part at a time. It is not stated until the finish what the object is intended to be. Two pupils sit opposite each other at a table. Place a cardboard divider across the middle of the table. Give each pupil 8 to 10 dominoes. One pupil arranges his dominoes in any manner he wishes. The divider obstructs the other pupil's view. The first pupil gives directions to the other pupil on how to arrange his dominoes in the same manner. The second pupil only follows directions; he may not ask questions. For a group activity, build treasure maps for each group, giving drawn instructions on how to locate objects by following the map.

Instruction for the skill of detecting inferences, the next step in reading comprehension, is tricky because of the intangible nature of the problem. Also some children are by nature very literal-minded and have difficulty "reading between the lines." Much oral communication is needed to build skill at this level. The use of puns in class disucssions, the study of cartoons, the oral reading of children's books and poetry followed by free discussion will be helpful.

Pocket of Ideas: Present pictures that show a person or an animal. Discuss what might be going through this character's mind. Place an item in a shoe box. Wrap it as an attractive package. Have pupils guess what is in it. They may pick it up, shake it, smell it, but not open it until all have made a guess. Listen to music. Ask for mood, color associations, and other inferences pupils felt while listening. Select several newspaper articles. Students decide whether emotion or reason motivated the story.

Generalizing or drawing conclusions is the next skill in reading comprehension. This is a very mature skill and needs careful preparation for success.

Pocket of Ideas: Read a short story aloud and stop just before the climax. (Ex., Ellis Credle's Down, Down the Mountain) Ask pupils to finish the story orally.

Read poems aloud. Discuss the purpose of the poet.

Pantomime offers problems for drawing conclusions. Gift wrap a package but leave the lid so that it can be opened. Have a pupil pretend it is his gift. He opens it and takes the gift out. Through pantomime he demonstrates what the object is. Class members guess what the gift is.

At any point in the hierarchy of comprehension the teacher may introduce practice on the skill of comparison. This skill seems to be rather inherent or automatic for most children but needs refinement for accuracy.

A Pocket of Ideas: Listen to different kinds of music; e.g., marches, waltzes, mood music, etc. Discuss differences. Call out a list of words, one of which is out of category. Pupil selects the different one.

Use analogies, leaving out one item; e.g., the boot is to the foot as the glove is to the _____.

Group together four or five pupils with some one thing obviously in common. Class discovers that likeness.

Have a discussion comparing an original story with its comic book form.

Study Skills and Oral Language

After the student has mastered the ability to recognize the words of his language, after he has learned to gain understanding from the reading of his language, he must then acquire skills in further technical use of his language. These competencies have been labeled study skills and they equip him to function more adequately in a society where the use of language as communication is growing more and more complex. As more people have more to say (and print), today's listener (and reader) must be more efficient at absorbing and evaluating communications.

Miles Zintz says, "The study skills, sometimes identified as the functional skills of reading, deserve greater emphasis in the developmental reading program. The level of mastery of these skills will determine how efficient the learner is going to be in all the content areas of the curriculum."

Study skills to be developed in the reading program can be sectioned into three general areas. The student needs to acquire skills in the ability to locate information. The fund of knowledge today is so great that a mind cannot retain more than a fragment of it; therefore the skill of being able to find information becomes a valuable tool functioning, thinking individual.

The second study skill is the ability to organize information. When this skill is gained, one can build any desired arrangement of knowledge, his own re-creation of ideas.

The ability to interpret and use pictorial materials is the third study skill needed by the effectively functioning individual in today's world. Because of their ready, instant impact, pictorial materials are more in evidence today than ever before. Education has a responsibility to prepare citizens to deal with them.

The basic impressive and expressive processes of listening and speaking can best serve this educative obligation in the elementary schools. In the history of man, listening and speaking preceded writing and reading, and listening and speaking precedes writing and reading in the development of all normal children. Research shows that students read most easily and readily that language which is familiar to them from the spoken language.

What follows are items relating to the aforementioned study skill areas accompanied by activities in listening and speaking which promote these skills.

In developing the ability to locate information we need to use these instruments:

(1) The parts of a book
A Pocket of Ideas: Use a content area text; divide the class into two teams. Have a contest of questions that can be answered by using the contents section of the book. Using the same text and team format, see which team member can write the answer on the chalkboard first as to what page number tells where an item can be found using the index.

(2) The alphabet
A Pocket of Ideas: Using groups of four or five, give each pupil a card with a word on it. Pupils alphabetize themselves. This can be used with the total group also. Play "Going to Jerusalem" using items with beginning letters in alphabetical order.

(3) References: dictionary, encyclopedia, catalogs, classified ads, telephone book, calendar, thesaurus
A Pocket of Ideas: Choose five or six pupils as a panel. Write a new word on the chalkboard. A predetermined panel member really looks up the word. The others "fake it." The rest of the class decides which panel member has the correct definition. All look up the correct meaning. Give panel members content area texts from which they prepare questions. The rest of the class is given the texts then while the panel asks their questions. Use partners to help slower pupils learn.
Exhibit a large calendar. Ask questions concerning activities involving special days and the passing of time.

(4) Library facilities
A Pocket of Ideas: After a lesson on the use of the library, give individual assignments to check out books on specific subjects. Have returning pupils explain what they did to accomplish this while in the library.

To promote the ability to organize information these skills are needed:

(1) Knowledge of alphabetizing
A Pocket of Ideas: Each pupil draws from a box a folded paper with the letter of the alphabet on it. As each letter of the alphabet is called out (in order), each pupil pantomimes a noun that begins with his letter. When a classmate guesses what the item is, it is written on the chalkboard. Give each group a category. The group is to find ten items for the category and place them in alphabetical order. A report is made to the total group.

(2) Outlining
A Pocket of Ideas: Use structure of a tree on the chalk board. The class builds branches as parts of an outline. The structure of a river with tributaries could also be used.

Read aloud a short story or a section from a content area text. With the total class group construct an outline for the material.

(3) Summarizing

A Pocket of Ideas: Read a poem aloud. Have pupils offer one-sentence summaries. Do the same for a short story or a weather report. Pupils make oral book reports limited to only a few minutes, using a timer. Pupils draw four-frame comic strip summaries of short stories. Several pupils work from the same story and decide which comic strip summarizes most efficiently.

(4) Note-taking

A Pocket of Ideas: Part of the class listens to a story and takes notes. The rest of the class takes the notes and, after study, rebuilds them orally into a story again.

To develop the skill of understanding and drawing conclusions from pictorial materials:

A Pocket of Ideas: Ask pupils to bring cartoons for class analysis and discussion.

Pupils develop and ask questions involving work with legends on classroom maps.

Pupils draw a map on the chalkboard that represents several city blocks. Put in specific items, churches, library, school, garage, bus stop, and such, with labels. Then ask each other questions about moving about in this ficticious area.

Build a chart of enrollment in your school by grade for the past year and the present one.

Collect information from each class member (color preference, number of cars in each family, favorite dessert) and put this information in a chart.

Build a time line for school activities for the school year.

Reading Skills in Oral Reading and Speech

Students in the art of interpretative reading and performance areas of speech and drama need to acquire the basic skills previously discussed: word recognition, comprehension, study skills. They also need to acquire a number of other skills if they are to be proficient in these areas of concentration. These skills will be discussed as: Oral Reading in the Reading Program, Special Reading Skills in Speech and Drama.

Oral Reading in the Reading Program

Our concern is to develop not only students who can read, but students who do read. One way of getting children interested in reading is in shared reading sessions. At this time the teacher reads to her students stories, poems, fiction for which she has great appreciation. This reading aloud of the teacher can also be a means of improving the students' reading abilities. As suggested previously, for certain sessions--possibly at a time apart from the reading appreciation session--the students may be provided with the material the teacher is reading. If they follow the material as she reads aloud, their ability for auditory and visual discrimination will be improved.

Oral reading on the part of students is a valuable skill. It can improve a child's self concept if he is given favorable recognition for his reading ability. Furthermore his oral reading may improve his relations with his peers. A child may acquire a feeling of acceptance and recognition for superior performance. Moreover he may develop self assurance and poise through his ability in oral reading.

A Pocket Idea: Read aloud from a manuscript, keeping audience contact. Read the minutes of a meeting. Read poetry in choral reading. As a narrator, read the script for a scene. Read the script in a Readers' Theatre production. Read announcements. Read orally to prove a point. Read as member of a panel; that is, reading a series of short stories or a longer story in parts.

For special work in choral reading and Readers Theatre see Bibliography.

Dewey, Sam 1. Posture	Oral Reading			
2. Voice				
3. Pronunciation				
4. Enunciation				
5. Getting message across				
6. Remembering the audience				
7. Listening				

SKELETON PLAN
for
ONE-SEMESTER COURSE FOR ORAL COMMUNICATION

Goal: Create an awareness of the need and appreciation for oral language skills; and, enhance the effectiveness of students as oral communicators.

Objective 1: Develop in students the desire and ability to listen attentively, and with understanding, evaluatively and with appreciation.

" 2: Develop in students the desire and ability to speak responsibly, with clarity and with sensitivity.

" 3: Develop in students the desire for and satisfaction in participation with others in a variety of oral communication experiences.

" 4: Develop in students the interest and ability to evaluate objectively one's own communication performance and the performance of others.

" 5: Develop in students an awareness of standards in TV media and an increased consciousness of the quality of programs--both in content and in production, an exercise in problem-solving and development of values.

Processes stressed in all units:

1. Thinking: perceive, comprehend, evaluate.
2. Listening and observing: perceive, analyze, discriminate.
3. Voice Production: tone quality, pitch, rate, volume.
4. Diction: articulation, enunciation and pronunciation.
5. Language: vocabulary, grammar.
6. Body Language: posture, effective use of body and facial expressions.

UNIT I. Communication Power: Listening and Speaking

Create an awareness of why communication skills are important to the individual and stimulate a desire to communicate effectively. Introduce communication processes - listening and speaking. Illustrate by having partners introduce each other. (e.g. Number Ones whisper name and address to Number Twos. Each Number Two then introduces partner to class. Reverse order with Ones introducing Twos.)

1. Listening: illustrate processes of listening; provide variety of exercises; establish goals.

2. Informal speeches with specific objectives: establish personal relationships; recite in class; speak to serve practical needs; speak in social situations.

3. Formal speeches: inform, persuade, inspire, entertain.

4. Speech Therapy: invite speech therapist to work with class and advise with teacher from time to time.

UNIT II. Parliamentary Procedure and Group Processes

1. Introduction to Parliamentary Procedure.
(n.b. Elect a chairman and secretary each Friday throughout the semester. This will give each student an opportunity to serve in one of the two capacities. If the teacher serves as chairman for the first election during Unit I, the process should move smoothly and with dignity.)

2. Study and practice simple processes of parliamentary procedure. Improvise a variety of situations for this practice.

3. Small group discussions - techniques and practice; use subjects of vital interest to students.

4. Large group discussions and informal debates. For informal debate, divide class in half; one side is assigned the affirmative, the other is assigned the negative. Chairman for the week may preside or a new chairman may be appointed by teacher.

5. Improvisation; this is an exercise in problem-solving and body expression.

UNIT III. Oral Interpretation; TV Media - Interpretation and Evaluation

1. Oral Interpretation - Reading aloud of both prose and poetry will enable the teacher to diagnose students' needs in reading and in personal sensitivity.

2. Choral Speaking - This provides a tool for speech improvement and as a speech choir, the class can provide programs for school and community.

3. Readers' Theatre - This also is a vehicle for improvement and presentation.

4. TV Media - interpretation and evaluation. This is an exercise in listening(to assigned programs) and in speaking (as student reports); it is also a means of developing a criteria for evaluating programs and establishing a sense of values.

In each Unit, the teacher should take the opportunity of inviting outside speakers--individuals who have something meaningful to say--and know how to say it!! ALSO, each Unit should conclude with a final exercise for an invited audience-- other classes, teachers, parents--especially parents! These exercises should include every member of the class, for REMEMBER-- this course is for the development of ALL students, not for the exploitation of a few gifted students.

Each Unit should run for six weeks.

Word Recognition

"Word recognition" may have various shades of meaning for different teachers, or it may even sound altogether foreign to some secondary teachers who more often speak of vocabulary development. At any rate there is some ground common to all grade levels, the development of skills which help students add new words to their vocabularies. Many of the word recognition skills activities are dropped from the curriculum too early or receive uneven emphasis from grade to grade.

Although this section is so far from a complete "chapter" on the subject of word recognition that it should be regarded only as a reminder, we felt it to be important to include 1) a reminder that word recognition skills need to be dealt with each year, 2) some of the make-up of word recognition skills, and 3) some suggested activities for its development.

Context Clues

The use of contextual clues to meaning may begin its development in the first year of instruction--and most students never develop their full potential in using context clues.

Work with context clues overlaps many other areas of development, and rightly so, including phonics study, structural analysis, study of word form, word function, etc.

Consider the following activites:

1. Context clues development: shovel
   a) Write on the board the following sentence: Jack dug in the ground with his new shovel.
   b) Point out the initial sh.
   c) Be sure that all children know what a shovel is.
   d) If someone does not know, help him guess its probable meaning after reading the sentence carefully.
   e) Discuss different kinds of shovels.

If activity 1. is beyond the capability of your students--or if your students are far beyond this level of development--try adapting this concept to their level as is done in activities 2. and 3.

2. Context clues development: bird (grade 1)
   a) Write bird on the board.
   b) Ask how many children know this word.
   c) Without their answering aloud, tell them that this word completes the following sentence (given orally): The cat slowly climbed the tree where he saw the fluttering and caught the _____.

d) Ask again how many know the word on the board.

3. Context clues development: equestrian
   a) Write equestrian on the board.
   b) Ask for a show of hands of those who know the pronunciation and meaning of this word.
   c) Write the following sentence on the board. I didn't know he was an equestrian until I saw him riding in the parade on his show horse.
   d) Ask students to write the meaning they assume from context and then check their accuracy and the pronunciation in their dictionaries.

In her book, Reading Strategies for Secondary School Teachers, Lou Burmeister identifies four types of context clues: definition or explanation, restatement, examples, and contrast. In chapter six Burmeister elaborates on these and suggests some excellent teaching strategies, including sentence patterns, as context clues.[1] The following excerpts will serve as examples of each.

A. Definition or explanation
   1. The term set means a group or collection.
   2. A hybrid plant is the offspring of two parents which have opposite or different characteristics.
   3. Persons who ridicule each other good-naturedly are known as banterers.

B. Restatement
   1. Many mackerel are caught by seining, or snaring in nets.
   2. Each section, or stage, is a rocket with its own fuel and burning chamber.
   3. Inside the cortex lies the innermost part of the bark, the phloem.

C. Examples
   1. Condiments, such as cinnamon, nutmeg, and paprika, were once too expensive for most people.
   2. Eyesight is well developed in the primates--gorillas, chimpanzees, orangutans, gibbons, monkeys, marmosets, and lemurs.

D. Contrast (What the word does not mean, not necessarily what it does mean)
   1. This is a survey, not a diagnostic, test.
   2. Mr. Jones was noted for his caustic, not gentle, remarks.
   3. The mountain goat looks clumsy, but he is remarkably nimble.

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[1] Lou Burmeister, Reading Strategies for Secondary School Teachers (Reading, Massachusetts: Addison Wesley Publishing Company, 1974), p. 112-14.

Check out the following activities and ideas to see if they can be adapted to your grade level.

1. (Phonics) Give pupils a sheet of pictures of objects with consonant blends. Have them write the first two letters of the name of each picture.

2. (Syllabication) Say the following words, one at a time, and have the pupils raise their hands each time they hear a word with two parts.

warmer	cheerful	care	planned
dusty	cheer	plan	cry

3. (Syllabication) Write on the board: cheer, cheered, mind, minded. Ask students to pronounce each word and tell how many syllables each has. With other examples, lead them to generalize that sometimes ed adds another syllable and sometimes not.

4. (Structural analysis) Ask students to underline the correct word.
   a. (Ned, Ned's) brother is his twin, Ted.
   b. The car (Mother, Mother's) saw was big and red.
   c. His friend (Susan, Susan's) lives next door.

5. (Dictionary skills) Distribute sheets with many definitions and a correct and an incorrect pronunciation. Have students underline the correct pronunciation.
   example: no'vil:
   no'vəl: a book of fiction

6. Do a bulletin board, to which students continue to add for several days, on bound morphemes or on prefixes and/or suffixes. Choose recurring or common ones and at later dates venture into less well-known areas. You might begin with mono-, pre-, -ous, and -logy. Add the first word and see how long the columns grow.

mono:	pre:
monologue	preview
monogony	premise
monosyllabic	precaution
monograph	

7. Try the game of baseball using prefixes found in an assigned chapter or story. Students may write these on small slips of paper, or you may have chosen particular ones for a reason. Define your own rules, but they could be similar to the following: (Four desks or areas are identified as home plate, 1st, 2nd, and 3rd base, and the class is divided into teams.) To get to 3rd base, the student spells (from the slip) the prefix, pronounces and defines it; to get to second base, he must use it in a word; to get to 3rd, he used the word in a sentence; and to get home, he uses the prefix (or suffix or root morpheme) in another word.

8. Work up several exercises--which become increasingly more difficult--to teach generalizing, similar to the exercise in Tactics in Reading II, Basic Reading Skills by Olive Niles, et al. which is listed below.

Generalizing Exercise

On the basis of your own experience or what you have learned from others, decide which word--all, most, few, or no--would correctly complete each generalization below. Write this word in the blank before the statement. If you don't have enough evidence to use one of these four words, write W. J. (for "withhold judgment").

1._____triangles have three sides.
2._____lemons are sour.
3._____boys like to play baseball.
4._____girls choose engineering as a profession.
5._____army officers are doctors.
6._____voters in national elections in this country are over twenty-one.
7._____city lots are rectangular in shape.
8._____automobiles mass-produced today are powered by steam.
9._____Polish people like to dance polkas.
10._____high-school graduates earn more money than nongraduates.
11._____newspapers appear at regular intervals and contain advertisements, editorials, and news.
12._____trees are plants.
13._____sophomores in my high school take an English class.
14._____labor union officials will seek personal gain if they are given the opportunity.
15._____stores are closed on Christmas.[2]

9. Work up several written exercises which are fun and skill developing on following directions.

10. Read in some of the books listed on the last page for other ideas, to identify other aspects of word recognition skills, and just let your imagination work as you develop some activities of your own.

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[2]Olive Stafford Niles, Dorothy Kendall Bracken, Mildred A. Doughterty, and Robert Farrar Kinder, Tactics in Reading II Kit (Glenview, Illinois: Scott, Foresman and Company, 1964).

Comprehension

Since reading instruction and the study of literature are two different processes, it is understandable why teachers have assumed that students are supposed to Learn to Read in the first six grades while in grades 7-12, students Read to Learn. Knowing that this is "Utopia" because of the individuals we teach, we must be aware of the following facts: (1) All students entering 7th grade do not have the ability to read on their assigned grade level; (2) secondary school teachers must stop blaming the lower grade teachers for the inability of their students to read; (3) a flexible selection of literary works is necessary to provide for individual reading differences; (4) teachers can't assume that reading growth will come just by exposure to literature--it must come over a period of time; (5) even though television might interfere with reading time, we must recognize it can build background and interest in reading for further information and enjoyment; (6) teacher enthusiasm for literature does more than anything else to stimulate students' desire to read and enjoy.[3]

It has been pointed out that a mastery of grammar does not guarantee success in reading. Rather it is important that the teacher emphasize the functions of grammar that apply to the thinking processes, e.g. the student should be guided to note the effects of punctuation on the thought expressed in the sentence--or, sentence patterns should be approached as ways of expressing ideas.

Comprehension, as one main skill in the reading process, is important to the English student in that it enables the student to receive the author's communication as fully as possible.

There are some basic comprehension skills which are as pertinent to literature as to all prose writing. These are the abilities to:

1. Read sentences of all types.
2. Develop scope and depth of vocabulary--imaginative and tends to be descriptive and narrative (in literature, vocabulary usage is the precise and appropriate use of general words--there is little technical vocabulary as is found in factual subjects like mathematics or science; other than terms used to describe various aspects of literature study; and the use of maps, charts, etc. is not generally found).
3. Note the main idea.
4. Beware of sequence.
5. Read to note and recall details and see their relation to the main idea.

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[3]David L. Shepherd, Comprehensive High School Reading Methods (Columbus, Ohio: Charles A. Merrill Publishing Company, 1973), p. 175.

6. See the author's organization--recognize the plot structure.
7. Summarize the main points.

Specific activities which apply directly to literature are:

1. Develop word meanings by:
   a. investigating interesting word origins.
   b. noting words with multiple meanings.
   c. examining word structure--prefixes, suffixes, roots, infectional endings.
   d. noting shifts in the meaning of words.
   e. being aware of subject matter words.
   f. noting words from other languages.
   g. investigating idioms.
   h. noting onomatopoeic words.
   i. determining the differences in meaning between denotation and connotation.
   j. becoming aware of word classification.
   k. noting abstract and concrete words.
   l. thinking of antonyms, synonyms, and homonyms.
   m. investigating words not common in speech but used in writing.
   n. recognizing slang.
   o. noting strange words an author uses over and over.

2. Note main ideas and summarize by:
   a. giving in a sentence the events of a given scene or situation, the character or nature of the situation, the personality or general appearance of a character.
   b. selecting a revealing name for a character.
   c. choosing an alternative title.

3. Show sequence by:
   a. charting the main events or happenings, or story structure.
   b. using outlines or marginal type explanations.
   c. listing the events in order.

4. Note details by:
   a. selecting a character which the reader likes or dislikes and noting the details which substantiate the feeling.
   b. listing the details in the description of the setting or mood; noticing the things that give the description a mood of gloom, gaiety, impending doom, mystery.[4]

Some authors categorize the comprehension skills for all disciplines into four levels: literal, interpretive, critical, and creative. For the English teacher, however, these three levels of comprehension follow with suggested activities for each: (1) literal--main idea; (2) inferential--figurative language, predicting outcomes, seeing cause and effect relationships, inferences from pictures; (3) and critical reading--aimed

[4] Ibid., 173-174

toward evaluating and judging the information and the author's presentation of it.

I. Literal Comprehension

Directions. The story below was taken from a newspaper article. Read the story carefully. Write the answers to the questions which follow the story.

Legs Pump, Spokes Flash, Pedals Whirl

The officials had just sung out, "Bell lap!" to the bunched racers when two pre-teenaged girls on high risers darted across the median line of the road around Lake Montebello. Shouts from onlookers warned the girls they were in the path of the cyclists. Panicking, they piled into each other and tumbled over their elongated handle bars to the asphalt.

The racers swerved to both sides of the fallen pair and narrowly avoided a pileup. Then they regrouped in a tight, single file pack and continued pedaling as though nothing had happened. The girls scrambled to their feet and pulled their bikes to the outer lane of traffic before more riders sped by.

1. This story takes place
   a. near Druid Lake Park
   b. near Lake Montebello
   c. near Patapsco State Park
2. The two pre-teenaged girls were
   a. judges at the race
   b. participants in the race
   c. spectators at the race
3. The event being held is a
   a. foot race
   b. bicycle race
   c. motorcycle race
4. Bicycle racers know that they are beginning the last lap of the race when they hear
   a. a judge call out, "Bell lap!"
   b. a song called "Bell Lap"
   c. a judge shoot a gun
5. These cyclists were riding on
   a. a dirt track
   b. a brick street
   c. an asphalt road

Developing the Main Idea Concept

Directions. Select the word in the following group which helps to describe others.

1. mast, rig, sail, boat
2. corn, husk, cob, kernel

Directions. Select the word or phrase from column II which best describes the list of words in column I.

	Column I	Column II
( )	1. telephone	a. helpful inventions
( )	2. cable	b. methods of communication
( )	3. pony express	c. discoveries
( )	4. telegraph	d. types of progress
( )	5. postal service	

Directions. Select the best word in the second column for the words in the first column.

Column I	Column II
1. spinach	a. vegetables
2. corn	b. flowers
3. blackberries	c. fruits
4. marigolds	d. plants
5. pears	

Directions. The practice which follows can be developed through the use of pictures and objects. Write a sentence to describe each of the following items:

1. What object is
   a. long and narrow?
   b. painted at both ends?
   c. covered with canvas on bottom and sides?
2. What kind of person
   a. never wants to get up in the morning?
   b. dislikes action or exertion?
3. What sort of place might you find
   a. broken-down apple trees?
   b. high weeds?
   c. roofless barn?
   d. overgrown road?

Directions. Give titles to the pictures which have been selected by the teacher.

Main Idea

Directions. After reading each of the following long sentences, write a sentence which will express the main idea in fewer words.

1. The Missouri River, recognized since the days of Lewis and Clark

Expedition as a wild thing which periodically ravages the surrounding country with ruination to the farmer of the region by swallowing farms and carrying off topsoil during floods and leaving the Great Plains to suffocate in dust during the dry seasons, has cost government agencies millions of dollars.

2. Everyone, of course, knows of the important part played during the war by radar devices made possible by the ultrashort radiations known as microwaves; now that the war is over, it is predicted that the networks being built to carry these waves will bring almost unbelievable changes in communication and other phases of everyday life.

Figurative Language

When is a lie not a lie?
When it's a figure of speech.
When is the fantastic real?
When it's a figure of speech.
When is nonsense sensible?
When it's a figure of speech.

Directions. A figure of speech is based on a comparison of two things which, while they are very different in many respects, are strikingly alike in others. In the following three illustrative sentences, write the name of the two items which are being compared in each case and the ways these items are alike.

1. The classroom was a tightly capped bottle of warm ginger ale.
2. Private Stokes was a pebble in the sergeant's shoe.
3. She puts her mind in neutral and her tongue idles on.

Directions. A statement which does not contain a figure of speech is called a literal statement. Every word of a literal statement has its usual, ordinary meaning. Look at the two examples below.

1. The old walrus swam to the shore, crawled out of the water, and stretched out to sun himself on a large rock.
2. The old walrus umpiring the game lumbered across the diamond to stop the fight at second base.

The first sentence above is a literal statement; it means exactly what it expresses. The second sentence, if interpreted literally, is nonsense. But when you understand it as a figure of speech, you get a vivid picture of a particular umpire.

Directions. Read each sentence below and indicate whether it is a literal or figurative statement.

1. Fear clawed at the back of my neck._____
2. Yesterday's mathematics assignment was pure poison._____
3. The donkey stood on the hill, laid back his ears, and brayed at the moon._____
4. The nurse spoke with a voice of velvet shot through with threads of steel._____

In each of the figurative statements above, what is the suggested comparison? How are the two items which are compared alike?

Predicting Outcomes

Directions. Writers often coax you to read further by giving you a hint of something which is to come. Can you catch the hint and do some guessing? Read the passage which follows. As you read, try to think of what happens next.

> Mr. Potter walked out on the wharf and sat down on some loosely coiled rope, watching the young boy in the water and wishing that he too could swim. He thought of going back to the boathouse to get the oars for the boat beside him but decided that rowing would be too much hot work. He wanted to enjoy the sunshine and the quiet, broken only by the voices of a fishing party across the lake.
>
> Just then a frightened cry came from the boy some twenty feet or so away from the wharf. "Help! I've got a cramp. Save me!"

What do you believe Mr. Potter did next? Why?

1. He called for help.
2. He rowed out and pulled the boy into the boat.
3. He threw a rope for the boy to catch.
4. He took off his clothes and swam out.

Seeing Cause and Effect Relationships

Directions. The first two paragraphs of a news story are reproduced below. The reporter has merely summarized his story by stating the cause of the publicity and the effects. Write the cause and effect relationships in this story.

> St. Louis, February 2 (AP). Fred M. Saigh, president of the St. Louis Cardinals, said today he would protest to Baseball Commissioner A. B. Chandler the signing of Paul Pettit, 18-year-old high school boy, by the Pittsburgh Pirates for a reported $100,000 bonus.
>
> Saigh in a statement described the action of the Pittsburgh club as an "outrageous evasion" of the baseball bonus and high school rule.

Cause_____
Effect_____

II. Inferential Comprehension

Directions. Read the following passage carefully. Write the answers to the questions below.

Ted lay on the ground, doubled up with pain. The third quarter had hardly begun when the Elm City center had driven his elbow into Ted's stomach. Groans arose from the Union rooters. Mrs. Bowers jumped up, ready to rush to her son, but her husband gripped her coat and pulled her back into her seat. "Better stay here," he said. "Ted wouldn't want you on the field."

1. Where was Mrs. Bowers?
   a. among the spectators
   b. on the field
   c. at home

2. On what team was Ted playing?
   a. Elm City
   b. Union

3. What did Mrs. Bowers want to do?
   a. go to Ted
   b. go home
   c. get Ted's attention

4. To whom was Mr. Bowers speaking?
   a. the Elm City center
   b. Mrs. Bowers
   c. Ted

5. How far along was the game?
   a. just starting
   b. almost finished
   c. half over

Many times information in a written passage is not given too directly but we can "figure out" the important information in the passage anyway; this is called "inferring" information--which is what you have just done!

Inference from Pictures

Directions. The teacher takes or obtains about ten or fifteen pictures of his house or a friend's house. Put each picture into a separate, numbered folder. Pass the folders around the class and let the students list

their conclusions about the inhabitants of the house based on details in the pictures. Do not tell them anything about the inhabitants! After each student in the class has had a chance to work with each picture, discuss the conclusions. A variation of this method from which students could infer would be a "situation picture."

III. Critical Reading

Directions. Read the stories below. Decide which story is slanted to favor the candidate, which story is slanted against the candidate, and which story seems the most objective. Write objective, for, or against in the blank of each item. Be prepared to discuss the reasons for your selections.

-1-

Robert V. Downs, reform candidate for mayor, stomped through his opponent's home territory today in a desperate but seemingly unsuccessful effort to win votes. Street corner crowds were thin and generally unenthusiastic. Even candidate Downs' good friend Senator Brady Willford failed to revive the drooping spirits . . .

-2-

Despite a steady drizzle, Robert V. Downs, reform candidate for mayor, braved the weather and a generally hostile downtown neighborhood in an effort to swing last minute votes his way. Police estimated that 5,000 persons lined the wet streets for a look at the candidate and his good friend, Senator Brady Willford, who is stumping for the Downs' ticket. Political observers were far apart in estimates of the results of Mr. Downs' trek into territory that decidedly favors incumbent Mayor Carlson.

-3-

Mayoralty candidate Robert V. Downs spoke to thousands of downtowners this morning who braved the downpour to hear him. In a last minute stumping, the young reform candidate and his good friend, Senator Brady Willford, went deep into territory that has long been solidly behind the opposition. Some experts speculated the last minute drive may well change the results at the polls.[5]

[5] -Right to Read Manual, Part 3, Baltimore City Public Schools, 1973
Pooley, Robert C., Perspectives, (Glenview, Illinois: Scott, Foresman and Company, 1963), pp. 540-542.

APPRECIATION OF LITERATURE

A student's capacity to appreciate literature is directly related to his ability to comprehend what he reads. In order to point out the importance of a student's comprehension of literature, we should examine some possible solutions to a heretofore "fuzzy" understanding of the various genres, i.e. poetry, short stories, novels, drama expository writing, etc. For brevity's sake, we will mention only poetry here.

Research has shown that in guiding a students' interpretations of a poem it is best to start by having them examine their reactions to the work as a complete literary experience. In other words, readers should be led from general impressions to particular aspects of it. Another general classroom practice, that of using biographical information about a poet whose work is being studied, was highly questioned when Andrews (1970) found that including the biography of a poem's author along with a taped presentation of the poem didn't affect either the comprehension of the poem nor the extent to which the students liked it. It seems, then, that only biography relevant to the poem being studied is important. Too, teachers should choose poems for classroom reading that are based on topics with which their students are familiar. And works that are parts of our literary heritage deserve more advance preparation by the teacher than a general statement like, "This is great!" Figurative language has passed much difficulty for students to comprehend; therefore, classroom help must be provided but the emphasis should be on the accurate interpretation and understanding of such language rather than on the technical terms, e.g., it is more important for a student to know that when a poet uses the word "sail" he is referring to an entire ship than it is for him to be able to define the word "synecdoche."

Teachers should accept the fact that student interest and involvement is as important to consider as the content and reading difficulty of the materials used. Teachers should also be flexible enough to allow students to stop reading and studying selections with which they discover unanticipated difficulties.

Study Skills

Since study skills are to help students develop independence in gaining information from printed materials, then it is safe to assume that students need to be led into a proper use of them when they are "on their own." These study skills could be any technique which the students use to learn and master school assignments. David L. Shepherd lists five study skills to help the student:

(1) The SQ3R procedure--Survey the introductory statement, headings, and summaries quickly to get the general idea and scope of the assignment; Question where the student formulates his own purpose questions; Read the material in order to answer the questions; Recite the answers to the questions and recall main ideas; Review the selection to get again the organization and basic ideas and to make whatever notes the student thinks are important.
(2) Organizing information--Here it's important that the student applies his skills of outlining, summarizing, and notetaking.
(3) Following directions--The teacher is cautioned to make the directions as clear and unambiguous as possible, to alert her students to the techniques of reading directions correctly. (The usual procedure is to have students read directions in their entirety to get a general picture, then read each step, do what is directed, reread the step to check and go on to the next step.)
(4) Using graphic aids--These include maps, diagrams, charts, tables, graphs, pictures, cartoons, and time lines which are intended to aid the students in understanding expository information so often overlooked. (Although graphic aids occur more in other subject areas than in literature, pictures, cartoons, and time lines can be of major significance to the student of literature.)
(5) Research reading--This requires that a student use a variety of references to find information supplementary to the textbook. All reading skills--word recognition, vocabulary, and comprehension as well as locational skills are required here.[6]

From the Right to Read Manual, Part 3, on Teaching Reading in the Content Areas we get the following suggested activities which should help to develop the study skills. (Although they are listed differently from Shepherd's suggested five study skills because they pertain specifically to literature, they touch essentially the same areas: Selection and Evaluation - paraphrasing, statements, evaluating statements, and summarizing paragraphs; Organization - grouping and relationship between subtopics and main ideas; Locational - alphabetizing, using guide words, locating information, and following directions.

[6]Shepherd, Comprehensive High School Reading Methods, p. 102.

PARAPHRASING STATEMENTS

Directions. Write the letter of the sentence which says almost the same thing as the first sentence in each group.

1. They had once had a successful business.
   a. Nobody would buy from them.
   b. They worked very hard in the shop.
   c. They made a good living.

2. On the first day everything looked promising.
   a. Everybody kept their promises.
   b. They felt certain that they could make money.
   c. It all seemed to be a big mistake.

3. Silas Bean was the handiest man.
   a. He could do almost anything.
   b. He always needed help.
   c. He was always close by.

4. She cleaned it up as quick as a wink.
   a. It took a long while.
   b. It was not done very quickly.
   c. It was done almost immediately.

EVALUATING STATEMENTS

Directions. Many of the following sentences are illogical. Examine each one carefully. On your paper write: Statement 1 is logical or Statement 1 is illogical. If it is not logical, write briefly why you consider it illogical.

1. Lanolin is found in sheep's wool. It will surely make hair grow.

2. My father was a religious man and was always happy; so, I feel there must be something in church life.

3. When I was at camp last summer, the governor visited us. He gave me an autographed picture of himself and seems a very nice man; so, I am going to urge my parents to vote for him.

4. I heard on the radio last night that there is a new medicine for colds. I think I'll get some of it.

5. "These, gentlemen of the jury, are the conclusions upon which I base my facts."

6. I went recently to spend the weekend with a group of scouts who were seeing Navy aircraft, and I can assure you that the Navy is the best of our fighting groups.

7. College teachers are better than high school teachers, because the former are better read in their subjects.

8. Nine out of ten students on the campus prefer history to languages.

9. Students who have not enough money to go to college and who want to go should be given State aid.

10. If a person has an easy job, he keeps it.

11. If flowers are watered every day, they will grow well.

12. Mr. Ambrose is a good family man and has two fine sons. I think he will make a good senator.

13. If you are cooperative and easy to get along with, you will succeed in your job.

SUMMARIZING PARAGRAPHS

Directions. Read each paragraph below. Then select the sentence which best summarizes the paragraph.

-1-

Belief in witches is very much like superstition. The cord that links superstition and witchcraft is a common belief in evil spirits. A witch is a person, usually a woman, who has friends among the world of evil spirits and calls upon them to give her powers beyond those of normal human beings. Because of friendship with the spirits, a witch can perform all sorts of magical deeds.

(a) A witch is a woman.
(b) Witchcraft, like superstition, is a belief in evil spirits.
(c) A witch performs all sorts of magical deeds on her friends.

-2-

One of the most terrible results of the belief in witches has been the torture and persecution of many innocent persons. For centuries certain people, usually women, were singled out for some reason and accused of practicing witchcraft. These individuals were often punished and even killed in the trials that followed. Hundreds of thousands of innocent persons were killed or tortured before the belief in witches lost its grip of fear on the human mind.

(a) Many witches have been punished and killed.
(b) Many innocent people have been killed or tortured by witches.
(c) Many innocent people have been killed, because people thought they were witches.

CHOOSING APPROPRIATE SUBTOPICS

Directions. From the list on the right, pick out the subtopic which belongs under the main topic on the left.

Forest Fires

Main Topics	Subtopics
I. Causes of forest fires	A. Burning cigarettes B. Lightning C. The forest ranger D. Sparks from locomotives E. Miles of ruined forests F. Death of dwellers of forest regions G. Fires of careless campers
II. Result of forest fires	A. Lives lost B. Timber destroyed C. Erosion D. Dry season

ARRANGING WORDS UNDER APPROPRIATE HEADINGS

Directions. Arrange the words in the given list under the heading with which they are most closely connected.

Weather	Airplane	Recreation
temperature	barometer	
hangar	runway	
climate	fuselage	
athletics	hiking	
music	moisture	

CHOOSING APPROPRIATE MAIN TOPICS

Directions. From each group on the right, pick out the main topic which best fits the subtopics on the left.

The Busy Bee

Subtopics	Main Topics
I.	
Egg	A useful insect
Grub	Stages in the life of a bee
Larva	Kinds of bees
Pupa	
Bee	

	Subtopics	Main Topics
II.		
	Queen	Members of a beehive
	Drones	Facts about bees
	Workers	The beehive
III.	A. To take care of the queen	Work in a beehive
	B. To make honey	Duties of the worker bee
	C. To guard the hive	A busy colony
	D. To care for eggs, larvae, and pupae	

ALPHABETIZING

Directions. Arrange the words in each column in alphabetical order.

Column I	Column II	Column III
daring	children	nation
doorway	cheerful	name
dangerous	childish	nature
dangling	choose	narrow
dashed	change	natural
dot	charm	naval
definite	chicken	nap

USING GUIDE WORDS

Directions. One page in the dictionary has the following guide words: permit-pertain. Copy these guide words. Under the words write only the words from the following list that you would find on this page in the dictionary.

paper	persist	person
persevere	perplex	pesky
promise	purpose	persuade

Directions. Place the words in the list of words below under the guide words between which they would be found in the dictionary.

Guide Words:

army-ascribe	answer-anxious	account-active
1. arrow	5. antique	9. acre
2. antarctic	6. accurate	10. arrest
3. acquaint	7. artificial	11. arson
4. asbestos	8. antic	

USING A TEXTBOOK

Directions. From the following list, select the word or words which you would use to complete each sentence. You may use a word more than once.

title page	index	appendix
copyright page	table of contents	text
preface	glossary	

1. The full name of the author will be found on the _____.
2. The _____shows the date when the book was written.
3. Material is listed in the order in which it occurs in the _____.
4. A little dictionary often found in books is called a _____.
5. The _____gives the author's reasons for writing the book.
6. To get a general idea of the entire book the _____should be consulted.
7. The _____lists alphabetically the important topics in the book.
8. Material added on but not necessary to the completeness of the book is called the _____.

Directions. Use (title of a textbook) to find answers to the following questions:

1. What is the illustrator's name?
2. How many pages are there in the text itself?
3. What is the last item in the index?
4. How recent is the information in this book?
5. What is the author's last name?
6. What does the appendix add to the text?
7. Who published this book?
8. What is the title of another book on the same subject?
9. Into how many parts is this text divided?
10. On what page is there a picture of (a certain scene)?

FOLLOWING DIRECTIONS

Directions. Read all of the questions below. Write the answers to the questions as well as you are able.

1. What is an oral report?
2. What other kinds of reports are there?
3. How many oral reports have you given in the past?
4. Why do some people get nervous when they give oral reports?
5. In a short paragraph describe your feelings about giving oral reports.

6. What makes a good report? List three elements.
7. What does the speaker gain from giving an oral report?
8. What do the listeners gain?
9. Why do pictures sometimes help?
10. Do not answer the above questions. Sign your name and turn this paper face down.[7]

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[7]Right to Read Manual, Baltimore City Public Schools

TEACHING MODEL

The following section is not included as a model in every sense of the word. There are many good teaching ideas, materials and activities which are not included. It is a model in that it should serve as an example of how every teacher can alleviate some of the reading problems for students: how reading skills may be developed along with the other skills of speaking, listening, and writing; and how dealing with reading is not a separate job unrelated to the teaching of literature and language but an enabler and enhancer.

This model follows but adapts the steps of the Directed Reading Thinking Activity found in the general introduction. The approach is applicable to grades one through twelve if adapted to your material and level. Here we have chosen for purposes of illustration a very short selection that can be reprinted and included. The following fable serves as an introduction to a unit on fables.

THE MAN, THE BOY, AND THE DONKEY

A man and his son were once going with their donkey to market. As they were walking along by its side, a countryman passed them and said, "You fools, what is a donkey for but to ride upon?"

So the man put the boy on the donkey, and they went on their way. But soon they passed a group of men, one of whom said, "See that lazy youngster; he lets his father walk while he rides."

So the man ordered the boy to get off, and got on himself. But they hadn't gone far when they passed two women, one of whom said to the other, "Shame on that lazy lout to let his poor little son trudge along."

Well, the man didn't know what to do, but at last he took his boy up before him on the donkey. By this time they had come to the town, and the passersby began to jeer and point at them. The man stopped and asked what they were scoffing at. The men said, "Aren't you ashamed of yourself for overloading that poor donkey of yours--you and your hulking son?"

The man and boy got off and tried to think what to do. They thought and they thought, till at last they cut down a pole, tied the donkey's feet to it, and raised the pole and the donkey to their shoulders. They went along amid the laughter of all who met them till they came to Market Bridge, when the donkey, getting one of his feet loose, kicked out and caused the boy to drop his end of the pole. In the struggle the donkey fell over the bridge, and his forefeet being tied together, he was drowned.

"That will teach you," said an old man who had followed them: "Please all, and you will please none."

Step 1.

(For the teachers) Preview the material. (unit, chapter, story, poem, etc.) Note words which are of central importance to the main ideas and those which will probably be difficult for your students.

From "The Man, the Boy, and the Donkey"
Vocabulary:
1. youngster
2. lout
3. trudge
4. passersby
5. jeer
6. skoffing
7. hulking
8. amid

Step 2.

Explore the background of the students.

Step 3.

Expand background of the students.

These two steps may be done separately or dealt with together. The "exploration" may be as formal as a printed pre-test or as informal as a group discussion. It should suit the material and your particular goals. In this case the teacher may begin discussion with a series of questions such as

a) What is a fable?
b) Do you know any? (allow them to tell any they know well enough.)
c) Must fables be an ancient story?

We may call step 3 "expanding the background to the point of reading readiness." Readiness activities are most often thought of as a pre-school or primary grade concern. There is, however, a readiness level for all material. Students are either ready for the material or are not--depending on many factors, including its reading level, topic, style, interest, and previous knowledge.

You may want to share with the students that fables have an ancient history; that Aesop, credited with the fable to be read and others, is supposed to have lived 600 years before Christ, his tales written down much later; that some modern authors have adopted the fable style to write modern fables.

Step 4.

Build familiarity with vocabulary words chosen from the preview. This may be approached in many different ways and should not be done the same way for each unit, chapter, story, or poem. One possibility here would be to write and number the above list on the board and ask if there are any words

that anyone 1) cannot pronounce, 2) has seen but does not know its meaning, 3) has never seen or heard before.

Such an approach can be informal and may be handled within the class discussion format. As a matter of fact, this approach can evolve some interesting discussion of its own, which continues to develop step no. 3. At this point you are working with students on word recognition as well as comprehension skills. Before reading, all students have heard the words, seen them, and added to their knowledge of their meaning and use.

(At the other extreme in interpreting this step is the study guide with these words listed as a part of it. Students may be asked to find the words in a dictionary, mark diacritically, define, and/or use in a sentence. This is sometimes appropriate but should not be used as the regular approach to vocabulary introduction. The process becomes routine and boring and may be done without achieving its purposes.)

Step 5.

Step five is to Stimulate Interest, Motivate and Set Purposes. This need not be a discrete step apart from others listed. Following the above procedure, you may already have done this. It may also be true that you have motivated the students to read but have not set purposes. If the purpose goes beyond reading for pleasure, purposes should be clarified. The teacher may bring up questions in the discussion, indicating that some of these unanswered questions may be answered from the reading--or again, specific study questions may be a part of a study guide. (This step may also include a preview or scanning if it is a unit or chapter in the text. Here the teacher is reinforcing a study skill in which students learn to look at headings and organization and predict what kinds of information are likely to be found.)

In this example, the teacher may ask the student to 1) draw a four-or five-frame cartoon strip showing the stages in the story, 2) find the line which changes this from a tale into a fable.

Step 6.

Step six is the actual silent reading. (All too often this is our first step, which is appropriate only for material on the students' independent reading levels. More often the material used in the classroom is at students' instructional reading level or at frustration level.)

Step 7.

Step seven is re-reading. This procedure will vary with grade, material, class make-up and purpose. It may range from a complete oral reading in class to a reading of the passages or lines of central importance.

Step 8.

The last step in directed reading is the evaluation. It may take many forms. The teacher should be constantly aware of the original purposes when evaluating. Evaluative procedures may tell the teacher a great deal of important information about the students, but the primary goal is to see if the purposes set by you as you preview (step 1) and for the students in step 6 have been achieved.

The lesson plan illustrated is an example of directed reading. There are other versions which you may find in various books on reading. (Sometimes called DRTA, Directed Reading Teaching Activity or Directed Reading Thinking Activity; sometimes simply DRA, Directed Reading Activity.) The variations are not important; the important point is that the reading be directed--before and during the actual reading. Any activities which one would normally do after an assignment may still be done, and would follow at this point.

Here are some suggestions for this particular selection. Others may be chosen from the other sections of this booklet (General introduction, Word Recognition, Comprehension or Study Guide).

Possible activities

1. Do a cloze procedure on another fable for students to read and complete. (This activity is an enjoyable learning situation for students.)

(Example)

THE WEAVER AND THE WORM

A WEAVER watched in wide-eyed wonder a silkworm spinning its cocoon in a white mulberry tree.

"Where do you get _____ stuff?" asked the admiring _____.

"Do you want to _____ something out of it?" _____ the silkworm, eagerly.

Then _____ weaver and the silkworm _____ their separate ways, for _____ thought the other had _____ him. We live, man _____ worm, in a time _____ almost everything can mean _____ anything, for this is _____ age of gobbledy-gook, doubletalk, _____ gudda.

Moral: A word to the wise is not sufficient if it doesn't make any sense.

(Possible activities continued)

2. Have students write their own fables. You may want first to have a brainstorm session to compile a list of possible morals.

3. Assign or read together two or three other fables including a modern one (James Thurber's modern fables are unusual and appeal to students, grades 6-12, as well as adults.). At this point students should be able to identify more accurately than in the original discussion the characteristics of a fable, including structure, tone, numbers of characters, topic (usually a truth or truism about nature-human or other wise). This is a good assignment for group work.

4. Students who excelled in writing fables when assigned to the entire class may want to write another using the cloze technique. Duplicate for all students and let them complete. When used as a teaching tool, rather than for testing, students should be encouraged to discuss--even argue--which words best complete the sentences.

Language Experience Approach to Reading--Introductory Unit

This unit will take approximately a week to complete. The format of the story "Queen Company" lends itself to adaptation by the children. After the initial story and the making of the book by the class, children may create their own stories and make their individual books using the same story framework. The following are the step-by-step processes in the unit.

1. Motivation--Introduce the word "company"; have children suggest synonyms. Discuss. Introduce story.

2. Tell the story--with class participation in telling.

3. Discuss the story. Let children play the different characters in the story, all students participating in groups.

4. Dramatize the story; discuss and possibly replay.

5. Let children dictate their version of story to teacher who puts story on blackboard. In this initial dictation, the teacher will probably need to structure the story to a considerable degree.

6. Children read their story. In this reading, the teacher can help children read in phrases rather than word by word; if she uses a pointer to span an entire phrase in the reading.

7. Children copy story and illustrate for a class book.

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